

Midlothian Independent School District

Heritage High School

2020-2021 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:					
Year	2016-17	2017-18	2018-19	2019-20 (9-15-19)	2020-21 (Sept 2020)
9th Grade	261		252	285	325
10th Grade	216		249	262	271
11th Grade	222		267	249	251
12th Grade	131		198	250	248
American Indian	2		1	3	4
Asian	18		21	21	17
African American	45		62	71	95
Native Hawaiian				1	1
White	615		688	742	731
Hispanic	132		159	167	197
Two + Races	18		34	36	50
Eco Dis	9.6% (80)	9.50%	10.40% (101)		
ELL	2		7		
SpEd	58		70		
Total	830		966	1046	1095

Demographics Strengths

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and diverse learning community that empowers servant leaders to embrace a tradition of excellence, innovation, collaboration, integrity and respect.

Student Learning

Student Learning Summary

KEY	Increase	No Change	Decrease	
Spring 2016 Data	Approaches	Meets	Masters	
Biology	96	81	30	
Algebra	91	57	32	
US History	97	64	24	
English I	81	67 (I & II)	14	
English II	86	67 (I & II)	11	
Spring 2017 Data	Approaches	Meets	Masters	
Biology	95	78	30	
Algebra	89	63	32	
US History	98	71	35	
English I	82	65	15	
English II	78	60	9	
Spring 2018 Data	Approaches	Meets	Masters	
Biology	97	73	37	
Algebra	89	40	11	
US History	92	68	37	
English I	81	60	9	
English II	86	73	11	
Spring 2019 Data	Approaches	Meets	Masters	
Biology	97	77	35	
Algebra	84	51	24	
US History	95	82	44	
English I	80	60	20	
English II	87	69	11	
	2015-2016	2016-2017	2017-2018	2018-2
STAAR % Approaches All Subjects	89	88	89	88
STAAR % Masters All Subjects	21	24	20	26
STAAR % Met or Exceeds Progress All Subjects	51	53	64	

KEY	Increase	No Change	Decrease	
STAAR % Exceeds Progress All Subjects	12	8		
Attendance Rate %	96.8	96.5	95.9	
Drop Out Rate %	0.5	0.7		
2017-18	Component Score	Scaled Score	Rating	Goals 1
Student Achievement		87	Met Standard	Met St
STAAR Performance	58	88		90
College, Career, Military Readiness	66	92		95
Graduation Rate	93	75		98
School Progress		72	Met Standard	80
Academic Growth	64	72		80
Relative Performance (9.6% EcoDis)	62	65		70
Closing the Gaps	73	81	Met Standard	95
Overall Rating		85	Met Standard	90
2018-19	Component Score	Scaled Score	Rating	Goal 1'
Student Achievement		92	A	
STAAR Performance	61	90		
College, Career, Military Readiness	74	94		
Graduation Rate (17-18)	96	90		
School Progress		78	C	
Academic Growth	68	78	C	
Relative Performance (10.4% EcoDis)	68	73	C	
Closing the Gaps	86	86	B	
Overall Rating			A	

AP Exam Information	2017	2018	2019	2020
Number of AP Students (seats)	385	303	306	333
Number of AP Tests Taken	359	500	557	477
Percent of AP Students Taking AP Exams	95%	98%	90%	81%
Percent of AP Exams Scoring 3+	34% (123/359)	35% (175/500)	46%	57%
Number of AP Scholars	16	24	29	41
Number of AP Scholars with Honors	1	4	5	5
Number of AP Scholars with Distinction	4	8	10	13
Number of National AP Scholars	0	2	1	1

CIP Strategy Development for Campus Metrics - HERITAGE HS

Category	Academic Excellence (Student Focused)					
GOAL	Design innovative learning environments while increasing academic rigor through aligned teaching and learning.					
CIP Goal		Baseline	2018-19	2019-20	2020-21	Target
1:5, 1:6	Enrollments in Pre Ap, AP/Dual credit courses	1792 total 1103 AP & PAP, 689 DC	3291 Total 1186 AP, 1250 PAP, 855 DC S1 & S2	3388 Total 1173 AP, 1289 PAP, 926 DC S1 & S2		
1:5, 1:6	Percentage of enrolled students taking AP exams	22.40%	32.40%	27.4% (285) Students taking at least one exam. 509 exams taken.		
1:5, 1:6	Percentage of enrolled students scoring 3,4, and 5's on AP exams	34% 105/500 with 3+	45% 249/557 with 3+	57% 266/466 with 3+		
1:5, 1:6	Percentage of students meeting TSI requirements	20% (181/)	15% (144)	TSI Waived due to COVID-19		
1:5, 1:6	College hours earned by graduating seniors (Dual credit course completion or 3+ on AP exam)	1138	2074	2033 1197 DC College Hours + 836 AP College Hours 83% DC Embedded Staff		
1:1, 1:5, 1:6,	Performance on SAT and ACT	ACT 21.7 (2017), 557 SAT (2018 ELA), 565 (2018 Math), 72.3% participation	Counselors (ACT) 557 SAT (2018-2019 ERW), 554 (2018-2019 Math), Gab note: 56.1% SAT in 2018 cohort...need to add in ACT?			
1:5, 1:6	Number of National Merit Recognitions	1 Semifinalist	0	1 Semifinalist, 1 Commended		
1:5, 1:6	Number of students graduating with an Associates Degree	N/A	N/A	12		
1:5, 1:6, 1:7	Four-year graduation rate percentage	N/A				
1:5, 1:6	Value of scholarships earned by graduating Seniors	\$745,961	1.9 million	6.5 Million Earned		
1:5, 1:6	Number of CTE Certifications	107	79	204		

CIP Strategy Development for Campus Metrics - HERITAGE HS

	Percentage of students achieving masters level on STAAR/EOC for each assessment	Biology = 37% Algebra = 11% US History = 37% English I = 9% English II = 11%	Biology = 35% Algebra = 24% US History = 44% English I = 20% English II = 11%	EOC Waived due to COVID-19		
Category	Academic Excellence (Teacher Focused)					
GOAL	Provide support and resources to cultivate customization and personalization through blended learning opportunities					
Measure:		Baseline	2018-19	2019- 20	2020-21	Target
1:1, 1:3, 1:4, 5:1	Percentage of teachers scoring proficient or higher on MPOWERED Instruction, Dimensions and T-TESS for each domain					
1:1, 1:3, 1:4, 5:1	Planning	N/A	92%	97%		
1:1, 1:3, 1:4, 5:1	Instruction	N/A	96%	97%		
1:1, 1:3, 1:4, 5:1	Learning Environment	N/A	92%	95%		
1:1, 1:3, 1:4, 5:1	PPR	N/A	N/A	97%		
5:2	CASE Score in Classroom domain as proficient or higher as measured by Brightbytes	100%	100%	No Brightbytes for 19-20 due to COVID-19		
Category	Social Emotional / Safety & Security					
GOAL	Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
6:5	Lone Star Cup Ranking	4th	6th	No rank due to COVID-19		
1:5, 1:6	Percentage of parents actively participating in individual student four year plan and post secondary options	N/A	72%	90%		
1:5, 1:6	Percentage of active student participation in Naviance	N/A	96%	91%		
1:5, 1:6	Community service hours completed by graduating seniors	5025	5740	Waived due to COVID-19		
1:5, 4:1, 4:2, 5:4, 6:2	Overall parent satisfaction as measured by district survey	3.70 YT Recommend	3.86 YT Recommend	Youth Truth Survey not given due to COVID-19		
1:5, 1:6	Percentage of time allocation for direct school counseling services	N/A	40%	45%		
3:1, 3:2, 5:2, 5:4	Substantiated reports of Bullying	1	0	0		

CIP Strategy Development for Campus Metrics - HERITAGE HS

6:5	Number of students involved in extracurricular activities (athletics, fine arts, elementary clubs) grade as of snapshot	696 (77%)	767 (81%)	935 (90%)		
3:1, 3:2	Positive responses to safety and security survey questions ES, MS, HS	3.62/4.66 YT survey	3.71 YT	Youth Truth Survey not given due to COVID-19		
3:3	Attendance rates	96.5	95.9 (17-18 data)	96.8 (18-19 data)		
Category	Human Resources					
GOAL	Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Overall employee satisfaction as measured by district survey	4.44	4.16	Youth Truth Survey not given due to COVID-19		
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Staff attendance			97.1% present 501 Absences out of 17,578 (staff x 187)		
2:1, 2:2, 2:3, 4:2, 5:1, 6:1	Staff retention rate	90%	81%	90%		
Category	Finance					
GOAL	Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
4:3	Number of Cross-function transfers	20	34 transfers (10 events)	13 transfers (9 events)		
Category	Communications / Partnerships					
GOAL	Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.					
Measure:		Baseline	2018-19	2019-20	2020-21	Target
1:5, 6:2, 6:3, 6:4	Volunteer hours	NA	Students 6203, Parents 8122	17,000 for MentorsCare, 6000 Parents		
5:5, 6:2, 6:3, 6:4	Community partnerships	NA	4	4		

CIP Strategy Development for Campus Metrics - HERITAGE HS

:5, 6:2, 6:3, 6:4	Positive feedback on consistent communication as measured by district survey	3.32 YT	3.38 YT	Youth Truth Survey not given due to COVID-19		
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Student Learning Strengths

** Every category on the TEA Accountability Report Increased, helping the campus to achieve a TEA Rating of A

** AP Scholars increase every year:

2017 = 21 Scholars

2018 = 38 Scholars

2019 = 45 Scholars

2020 = 60 Scholars

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention:

One of the most important jobs of the school principal is to obtain, retain and grow quality staff members. The principal works many hours meeting with current staff members to build and maintain relationships and to listen to the needs of the current staff members and to also be sure that they are on board with the current vision, mission and goals of the campus. Jobs are posted as early as possible and a great deal of effort is put forth to find the very best person for each position. A strong partnership exists between the principal, athletic coordinator, athletic director, assistant principals and lead teachers --- all working having a voice in determining the adoption of new staff members.

New Teacher Mentoring Program --- this program is in place to give new teachers extra support. Two teachers from Heritage serve as mentor teachers and put in extra time observing new teachers to provide non-threatening feedback and also to cover their classes to provide opportunities for the new teachers to observe other teachers. Time is given in the master schedule when possible for the mentor teachers to have time to work with the new teachers.

There are several iPlan days throughout the year for teachers in the same curriculum area to work on lesson design and vertical and horizontal alignment with the new TRS curriculum and 1:1.

There are also weekly PLC meetings for each department in the core areas and once a month for other departments.

Curriculum, Instruction & Assessment:

Strong leadership is essential in the areas of Curriculum, Instruction and Assessment in order for a school to be exceptional educational institutions. Administrators and Lead Teachers have spent a great deal of time dissecting the TEKS and EOC Data through Lead4Ward Webinars and Strategies and by analyzing AWARE data. Curriculum groups in each EOC tested area committed to spend a day analyzing data to determine TEKS to focus on and develop engaging, innovative lessons in those areas.

There is a strong focus on developing engaging lessons that integrate technology and prompt critical thinking and problem solving. Students are challenged to communicate, collaborate and to be creative. Teachers are encouraged to create classrooms that are student-centered and less lecture-based. The iCoaches are very helpful in assisting teachers and students with instructional technology integration.

In addition, there is a focus on creating many opportunities for PEER INSTRUCTION through QUALITY QUESTIONING in the classroom to improve engagement and retention of information. And, we are continuing to look for ways to diversify our methods of assessment and personalize learning.

There is also a focus on relationships with students ---- because students must know that you love them and must trust you in order to volunteer to learn what it is that you are asking them to do as a teacher. "They don't care how much you know until they know how much you care" is a guiding force in our classrooms.

Technology Integration:

The use of technology not only increases student engagement but also develops appropriate digital citizenship skills which enable students to productively participate in the changing landscape of the future.

School Processes & Programs Strengths

School Safety:

Full time SRO on campus each day who is a strong partner with the administrative team.

Two full time parking lot security person.

Controlled access of parking lots during school hours.

Access control of building --- all exterior doors locked at all times except for limited access during passing periods for students coming to and from Ag and Athletics.

Visitors must buzz in and be seen on video camera before gaining access by the receptionist.

Emergency lock-down button located at reception desk and principal office.

MentorsCare for at risk students giving one-on-one relationship interventions for over 50 students with Midlothian community adults.

Staff Quality, Recruitment & Retainment:

As principal, I feel strongly that one of my most important jobs is to make sure that teachers have everything that they need to be the very best that they can be in the classroom. Administrators must provide the servant leadership needed, give support when needed with finances, resources and a listening ear. I strive to be sure that my teachers LOVE coming to work every day and LOVE what they do and the opportunity they have each day to make a difference in the lives of young people. Teachers do not always get what they want ... but happy teachers are better teachers so we work hard to be sure teachers feel supported and enjoy their work.

Administrators effectively use TTESS to have productive and meaningful conversations with teachers in regards to areas of reinforcement and refinement under a growth mindset.

Curriculum, Instruction & Assessment:

Students are given opportunities to analyze their own learning and growth in certain curriculum areas. Students analyze their assessments and monitor their growth in various areas, especially ones that are Readiness Standards that will be tested on the EOC tests.

We removed the barriers for students to take PreAP and AP classes to encourage more participation in higher level classes. The summer assignments were removed. This encouraged more students to take AP and PreAP classes.

We plan to administer the PSAT, PreACT, and ASVAB to all students on October 19th. Each student will take one of these tests, depending on their grade level. Focusing on the importance of these assessments will hopefully translate to higher ACT and SAT scores for our students, and will provide opportunities for students to be recognized on their PSAT.

Our expectation is for all students in AP classes to take the coresponding AP exam. By focusing on this expectation, we hope that students will continue to exceed their expectations on the AP exams.

Content areas have weekly PLC meetings to collaborate and design lessons.

Technology Lead Learners and Instructional Lead Learners assist in PLCs and in leading the 1:1 and TRS district initiatives.

Technology Integration:

The district's new M*Powered initiative provides each Heritage student with a MacBook Air laptop for use at school and home.

Every Heritage teacher has been issued a MacBook Pro laptop and an iPad.

There is excellent internet connectivity and bandwidth at HHS.

Our learning management system, Canvas, provides a way for students and teachers to communicate and collaborate while maintaining a relatively paperless learning environment.

Premium digital resources such as TexQuest databases and Overdrive digital and audio books are available on all student and teacher devices.

Applications for teacher and student devices are deployed and maintained through the Filewave Kiosk.

Collaboration stations are available in the library for checkout by teachers for classes and small groups of students during TASSEL and free periods. Students can plug in phones, tablets, or laptops to display on large TV screens to collaborate and create using technology.

The Tech Hub by the library is available for students who need technical assistance. The Hub is staffed by a full-time technology aide.

Students are able to bring and use their own devices and connect to the school network.

A kiosk computer is available for parent use.

Students, teachers, and parents also have access to campus technology Teacher Lead Learners supported by a technology specialist and technology instructional specialist for support and instruction assistance.

Students will all be certified in CyberSafe (online digital citizenship certification) through TASSEL time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need more teachers with their Master's Degree to be able to better serve the growing number of students requesting dual credit courses. It is best when these classes are taught by Heritage teachers who embrace our existing culture and climate.

Perceptions

Perceptions Summary

The school culture and climate at Heritage High School is one of High Expectations, Respect and Trust.

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and diverse learning community that empowers servant leaders to embrace a tradition of excellence, innovation, collaboration, integrity and respect.

The motto at Heritage High School is "Expect Excellence." This phrase means that all students and staff members should expect excellence from themselves and from each other in all things. This expectation of excellence is applied to academics, behavior, attitude, work ethic, and how we treat each other.

There is a peaceful, respectful climate at the school that stems from the responsibilities that are placed on the students to do what they are asked to do. Students are given the opportunity to use their personal technology devices in accordance with the district 1:1 initiative, and they are also given the responsibility to use 30 minutes of TASSEL in a productive manner to advance their academics. Students are trusted with these responsibilities and have responded with respect towards administrators and staff.

We believe that all members of the Heritage Family are valuable and that WHAT MAKES US DIFFERENT, IS WHAT MAKES US STRONG. We have an increased attention to recognizing diversity and providing social and emotional supports. We encourage our students and staff to ADD VALUE to the lives of others in our campaign: #JAGSADDVALUE

Perceptions Strengths

Events/Traditions/Activities:

- * Anti-bullying focus throughout the year with emphasis on positive re-enforcement of positive peer interactions and early detection and intervention of peer relations that are not healthy. All staff have been trained in anti-bullying strategies, with the counselors receiving extra training on interventions and detection.
- * Anti-Drug and Alcohol focus --- especially during Red Ribbon Week. Students sign commitment banner to stay drug-free, videos shown during TASSEL about the value of being clean.
- * Sports Camps and Player Run Practices (PRPs) throughout the summer for students to train and interact with each other and the Jaguar coaches.
- * Jag Camp --- Freshman Orientation the week prior to school starting to make sure new students feel comfortable and excited about becoming a Jaguar.
- * Rowdy Reds --- Spirit group of students committed to show extreme school spirit --- standing at all pep rallies, dressing up on spirit days, running the HERITAGE flags at games and other events, etc.
- * Homecoming -- Spirit Banner Contest, Dress up days, Parade, Homecoming Court including boys and girls from each class, Mums

- * Send-Off Hallway Parade for all sports teams, extra-curricular activities and individuals advancing out of district competition.
- * Veterans Day Observance --- Reception for Veterans, Special hallway parade for veterans with patriotic music, Opportunities for veterans to speak to students, Gifts given to our veteran guests.
- * TASSEL used for student surveys, student news, videos, pod casts, progress reports, report cards, EOC Review sessions, study hall or tutoring.
- * EOC Review Days that are school wide for each subject to focus on the importance of each test.
- * Social Studies Fair
- * Prom
- * Focus on integration of technology, problem based learning, and the 4 C's --- Communication, Collaboration, Critical Thinking and Creativity in learning.
- * MIT Crew member on campus 2 days a week to give teachers one-on-one assistance using technology in instruction. Also Tech Aide in Tech Hub.
- * Microcephaly Awareness Day --- students raise money in various ways and wear yellow one day to bring awareness and money to the cause.
- * Many student clubs, groups, UIL activities, etc available for students to find their niche.
- * CBI program that is highly integrated into the daily functioning of the school with Partners in PE and Peer Coaching.
- * Jaguar Media present at every school function to capture moments to share on their website, social media and Jaguar News.
- * Student leadership opportunities through Student Council and many officer positions of clubs and groups.
- * NHS
- * Genius Week --- A week for students to pick a passion and conduct research in that area and share what they learn with their peers and staff and parents. We plan to have a Genius Show Off Night so students can share their research with the community.
- * Strong sense of family among the staff members --- peaceful, comfortable, respectful, fun, yet professionally challenging interactions between staff members. Heritage Family Feast at Thanksgiving, Christmas Goodies Week, Teacher Appreciation Week --- gift cards given by community members and parents and given away to all staff that week.
- * Unified Booster Organizations --- Boosters work together with a strong sense of camaraderie, teamwork, and unity for all Jaguars. An Extracurricular Executive Board meets quarterly --- which is composed of the director and booster president from each group, along with the Principal.
- * Communication with parents and community members is current with the use of daily announcements, social media, website and the marquee.
- * Deck The Halls of Heritage Family Night --- Book fair, Santa Photos, Christmas Carols by Choir and Band, Bingo, HHS apparel sales, HHS ornaments, face painting, book fair, angel tree, Class Christmas Trees with ornaments from students and staff sponsors for that class.
- * Respectful interactions between administrators and parents to foster a strong partnership between school and community.
- * Wonderful receptionist who greets all visitors and callers with a pleasant voice and a servant's heart. She interacts in a kind, honest fashion and is very pleasant to be around. She helps visitors and callers get the answers that they need as quickly and efficiently as possible, while maintaining the protocols of school safety.

- * One single Logo used on all school issued apparel, etc ---this single logo is used to unify all Jaguars and to market HHS as one strong unified group.
- * JAGtalks -- educational symposiums in a formal setting for students and staff to share ideas and information and to inspire others to continue to pursue knowledge and understanding. JAG tokens given to students who show up for rewards in class.
- * Heritage Hoopla Day -- a half day in the spring where the students and staff bond and have a day of fun and friendly competition with dodgeball, volleyball, basketball, karyoke, board games, video games, etc.
- * Senior activities including Senior breakfast, Senior Blast and Senior All Night Party are orgaized with Project Graduation.
- * JagMoments -- Individuals and small groups are recognized on the morning announcements for accomplishments and successes.... not just varsity team sports, but all sorts of joys and successses.

Family & Community Involvement:

- * Daily communication via e-mails, social media, website and marquee.
- * Unified booster organizations that work together in a spirit of teamwork and togetherness for the benefit of all Jaguars. An Extracurricular Executive Board meets quarterly -- which is composed of the director and booster president of each organization and the principal.
- * MentorsCare program with over 50 Midlothian adults serving as mentors for HHS at risk students.
- * Open, honest, respectful communication between administrators and parents.
- * Counselors lead many Parent Meetings throughout the year for various reasons to target information and answer questions regarding situations unique to each grade.
- * Open House is held the evening of Jag Camp. It is a night for all students and families to get information about HHS and learn about how they can be involved in and outside of school.
- * Staff hosts "Meet the Teacher" Night in September.
- * Families and community members make floats for the Homecoming parade. Community members also come out to enjoy the parade and support the Jaguars.
- * Representatives from HHS host promotional booths at the annual Midlothian Fall Festival
- * Community members are welcomed at our annual Veterans Day Celebration.
- * Sports teams and organizations organize periodic service projects in the community throughout the year.
- * Community members are invited to speak in various classrooms throughout the year in regards to college and career readiness and information.
- * Parents serve on the CIP team.
- * Heritage families and community members come together with HHS staff and families to celebrate the holiday season with our annual "Deck the Halls" event.
- * Sports teams and clubs visit other schools in the district to promote HHS and various activities available at HHS.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

Goals


Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.


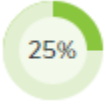
Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through M*Powered TTESS data with an increase by 2 percentage points in Accomplished or Higher in each area-planning and instruction and 70% of students will show growth on post-progress indicators.


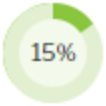
as well as increasing in Master Level in each content area by at least 3 percentage points.

Evaluation Data Sources: TTESS Summative Evaluations
Post Progress Indicator Scores

Summative Evaluation: None

<p>Strategy 1: 1) Curriculum teams will meet weekly in PLC meetings to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas.</p> <p>Strategy's Expected Result/Impact: Student growth and mastery.</p> <p>Goal EOC Masters: Biology -- 36 % to 38% (State is 25%) Algebra -- 24% to 37% (To Match State at 37%) US Hist -- 43% to 48% (State is 45%) Eng I -- 19% to 24% (State is 11%) Eng II -- 10% to 16% (State is 8%)</p> <p>Goal SAT: ELA 557 to 575 MATH 565 to 580</p> <p>Goal ACT: 21.7 to 22.5</p> <p>AP Goal 3+: 57% to 62%</p> <p>MISD Progress Indicator Goal: 70% of tested units show growth between Pre-PI and Post-PI assessments</p> <p>Documentation in Shared Google PLC Document.</p> <p>Staff Responsible for Monitoring: Lead Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: 1050 - ESSA-Title IV - \$1,050</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<p>Strategy 2: 2) Heritage HS will provide TASSEL time 4 times a week for students to attend tutoring 30 minutes each day in areas of need to enhance personalized learning and facilitate choice.</p> <p>Strategy's Expected Result/Impact: Student growth and mastery.</p> <p>Goal EOC Masters: Biology -- 36 % to 38% (State is 25%) Algebra -- 24% to 37% (To Match State at 37%) US Hist -- 43% to 48% (State is 45%) Eng I -- 19% to 24% (State is 11%) Eng II -- 10% to 16% (State is 8%)</p> <p>Goal SAT: ELA 557 to 575 MATH 565 to 580</p> <p>Goal ACT: 21.7 to 22.5</p> <p>AP Goal 3+: 57% to 62%</p> <p>MISD Progress Indicator Goal: 70% of tested units show growth between Pre-PI and Post-PI assessments</p> <p>Documentation in Shared Google PLC Document.</p> <p>Staff Responsible for Monitoring: All Teachers Counselors Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Edgenuity will be used to serve students who need to obtain on-line credit in a non-traditional method, while still expecting growth and student mastery.</p> <p>Strategy's Expected Result/Impact: More students staying on grade level towards graduation. Document progress of Edgenuity credits and ensure that we have 100% completion,</p> <p>Staff Responsible for Monitoring: Counselors Tech Lab Aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

<p>Strategy 4: Teachers will be encouraged to use high level questioning strategies and inquiry-based learning as much as possible.</p> <p>Teachers and staff will be encouraged to try new methods of learning in a risk-taking environment that has protection from adverse consequences.</p> <p>Strategy's Expected Result/Impact: High ratings from students and teachers regarding climate, challenging but safe environment to try new things and take risks. Document Quality Questioning and use of MISD Learner Framework in PLC Google Doc.</p> <p>Staff Responsible for Monitoring: Lead Teachers Administrators MIT</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 5: Teachers will complete DATA DIGS by looking at data from AWARE, AP scores, SAT/PSAT scores and District Performance Indicators to look for trends to improve instruction and rigor.</p> <p>Strategy's Expected Result/Impact: Student growth and mastery.</p> <p>Goal EOC Masters: Biology -- 36 % to 38% (State is 25%) Algebra -- 24% to 37% (To Match State at 37%) US Hist -- 43% to 48% (State is 45%) Eng I -- 19% to 24% (State is 11%) Eng II -- 10% to 16% (State is 8%)</p> <p>Goal SAT: ELA 557 to 575 MATH 565 to 580</p> <p>Goal ACT: 21.7 to 22.5</p> <p>AP Goal 3+: 57% to 62%</p> <p>MISD Progress Indicator Goal: 70% of tested units show growth between Pre-PI and Post-PI assessments</p> <p>Documentation in Shared Google PLC Document.</p> <p>Staff Responsible for Monitoring: Lead Teachers Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June



No Progress



Accomplished



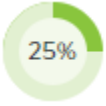




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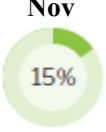




Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 25 scaled points at the end of 2019-2020 school year.

Strategy 1: Create opportunities for teachers to collaborate and share ideas for students to write and share online. Strategy's Expected Result/Impact: Document new ways that teachers ask students to write and share, especially online. Document through PLC shared google doc. 10% improvement on Brightbytes scores in area of 4C's. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Feb	June	June
				
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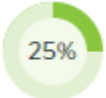





Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Systematically support professional development in the implementation of a K-12 aligned curriculum as measured by participant feedback of district professional development with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.

Strategy 1: 1) Participate in organized iPlan days to provide structured time for teachers to work through TRS protocols and to insure consistency within each curriculum area and between the two high schools Strategy's Expected Result/Impact: High staff moral and collaboration. Eventually the EOC scores should increase when we have used TRS several years for the vertical alignment to ensure all TEKS have been covered and mastered. Increase in Youth Truth data area of staff PD. Staff Responsible for Monitoring: ILLs Central Admin for planning District & Campus Admin monitoring Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
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Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.



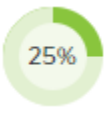
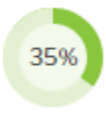
Performance Objective 4: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students. Ninth and tenth grade students will show growth by increasing STAAR Master Level in each content area by an average of 3 percentage points and meet 70% on post-progress indicators.









Strategy 1: 1) There will be a sustained and powerful focus on the 4C's: Communication, Critical Thinking, Creativity and Collaboration --- which are the 21st Century Learning Skills that many business leaders have indicated that they need in their employees Strategy's Expected Result/Impact: Higher satisfaction ratings from students about their experience in the classroom and the level at which they are being challenged. 10% Higher ratings about students enjoyment of their school experience on YouthTruth Staff Responsible for Monitoring: Lead Teachers All Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Teachers should work within their PLCs to focus on making Real World Connections with students. Teachers will document the Real World Connections and share within their PLC. Teachers will then use that spreadsheet to take turns displaying the Real World Connections in their department in a central location in the school at least once per year per department. Strategy's Expected Result/Impact: Create a shared google spreadsheet for teachers to document real world connections. Then use that data to create a video display in the lobby for students to see. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP and Dual Credit, as well as increase in CCMR by 2 percentage points. In addition, increase by 2% college hours earned, as well as meeting the House Bill 3 CCMR Goals and Progress Monitoring for the 2020-2021 school year.






Strategy 1: District incentives (money) for scores of 3-5 on AP tests	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>AP teachers need to remind students of this incentive throughout the year.</p> <p>Strategy's Expected Result/Impact: Higher percentage of students achieving 3+ on AP tests. Increase to 50% with 3+.</p> <p>Staff Responsible for Monitoring: Counselors Administrators AP Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>				
Strategy 2: SAT and ACT School Day Testing	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>SAT/ACT Review in multiple formats including on-line and Princeton Review.</p> <p>Communicate with all students and parents about how to set up Khan Academy account linked with College Board for personalized review at home.</p> <p>Strategy's Expected Result/Impact: Greater number of students taking SAT & ACT. Increase SAT School Day participation by 20%.</p> <p>Goal SAT: ELA 557 to 575 MATH 565 to 580</p> <p>Goal ACT: 21.7 to 22.5</p> <p>Document number of students in bootcamps for baseline.</p> <p>Document communication to students and parents about Khan Academy.</p> <p>Staff Responsible for Monitoring: Counselors Administrators TASSEL teachers College & Career Liaison</p> <p>Title I Schoolwide Elements: 2.5</p>				






Strategy 3: 100% of eligible AP teachers will attend Summer Institutes, create and follow a syllabus using College Board standards, and work together during iPlan days with other AP teachers to plan effective and challenging lessons. Strategy's Expected Result/Impact: Higher AP scores.... 50% scoring 3+. Document which teachers go to APSI. Staff Responsible for Monitoring: AP Teachers Administrators District Admin planning iPlan days Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 4: Effective recruiting and communication about dual credit opportunities, processes and deadlines. Strategy's Expected Result/Impact: Increase the number of students taking dual credit classes from 926 to 950 Document emails and other communication about dual credit. Staff Responsible for Monitoring: Counselors District Lead Counselor Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 5: Get more Heritage teachers to obtain their Masters Degrees so that they can teach our dual credit classes. Students are more likely to take classes in which they know the instructor and our teachers embrace our expectations and culture. Strategy's Expected Result/Impact: Increase the number of students taking dual credit 926 to 950. Goal of 95% of all dual credit classes taught by HHS teachers. Staff Responsible for Monitoring: Lead Teachers Administrators Counselors Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 6: Offer the TSI during the school day in the spring to assist students in being college-ready. Strategy's Expected Result/Impact: Increase the number of students taking TSI at school from 52 to 60. Staff Responsible for Monitoring: Counselors Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June








Strategy 7: (Offer semester exam exemptions for students who take AP exams) -- N/A for 20-21 due to COVID, but keeping in plan to reinstate for 21-22. Strategy's Expected Result/Impact: Greater sense of satisfaction and reward from students taking AP classes and AP tests. Goal of 95% of AP students to take the AP Exam. Staff Responsible for Monitoring: AP Teachers Administrators	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
Strategy 8: New and improved electives course fair that will focus on all academic options, including AP/Pre-AP and Dual Credit. Strategy's Expected Result/Impact: Smoother course selection process and greater sense of satisfaction from students and parents regarding the course selection process and their options for advancement and personalized learning. Increase number of booths at Course Fair by 5. Staff Responsible for Monitoring: Counselors Lead Counselor Administrators All teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 6: (Campus Specific) Heritage will proactively seek ways for students to receive a point for CCMR. Goal to increase graduating class in 2021 from 74% to 76% and 82% by 2024.







Strategy 1: All students will establish a Naviance account and will work through tasks on CCMR First Fridays during closed TASSEL. Strategy's Expected Result/Impact: Greater understanding of the whole college/career/military readiness concept and what students need to do to lay the foundation for their success in the area that they choose. Measured by 100% of students participating in Naviance. Staff Responsible for Monitoring: Counselors Administrators TASSEL teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: College/Career/Military Readiness discussed at every parent meeting by the counselors Strategy's Expected Result/Impact: Greater understanding of the parent role in CCMR and how the school can support them and their students in reaching their post-secondary goals. Measured by documenting agendas of parent meetings. Staff Responsible for Monitoring: Counselors Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: (Freshmen Jag Camp -- with focus on being a good student and laying the foundation for their future successes.) -- N/A for 20-21 due to COVID, but leave in plan for 21-22. Strategy's Expected Result/Impact: Greater understanding of the expectations coming into high school. 90% Freshmen participation in Jag Camp. Measured by feedback from students and parents about Jag Camp. Staff Responsible for Monitoring: Administrators STUCO sponsor Counselors Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June

Strategy 4: Teacher door signs will be diplomas with their university seal, degree earned and other information about their involvement at college. Strategy's Expected Result/Impact: Creating curiosity and connections about higher learning opportunities between teachers and students. Documented by all teachers and staff having diploma door signs. Staff Responsible for Monitoring: Melissa Everhart Erin Kruse Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb 	June 	June
Strategy 5: College Days the first Thursday of every month. Take pictures and post about this on social media. Strategy's Expected Result/Impact: Spark communication between students and staff about college options. Document by social media posts, announcements and emails about College Days. Staff Responsible for Monitoring: Administrators Counselors Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 6: Mass communications about the Ellis County College Fair. Strategy's Expected Result/Impact: Higher participation in the college fair. Document by social media, announcements and emails about the Ellis County College Fair. Staff Responsible for Monitoring: Counselors College & Career Liaison Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 7: School-wide testing day for students for PSAT, SAT and ASVAB. District will pay for one administration of SAT and for all juniors to take PSAT. Strategy's Expected Result/Impact: Goal SAT: ELA 557 to 575 MATH 565 to 580 Goal ACT: 21.7 to 22.5 95% of students participate in some sort of testing on the Big Test Day in October. Staff Responsible for Monitoring: Counselors Administrators Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 8: Jag Media will conduct Pod Casts of staff members where they will ask questions about their educational path, etc. Strategy's Expected Result/Impact: Documentation of Pod Casts at least once per month. Staff Responsible for Monitoring: Jag Media Instructor Counselors Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 9: Track students who have earned a college ready point and those who have not. Follow up on the ones who have not yet earned a point and come up with the best plan for them to earn the point. Strategy's Expected Result/Impact: 10% Higher percentage of students who earn CCMR points. Staff Responsible for Monitoring: Counselors Administrators Counseling and Admin Interns	Reviews			
	Formative			Summative
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



Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 7: (Campus Specific) Provide effective and appropriate support systems for students in need of extra academic assistance and RTI.

Strategy 1: Identify students in need of extra support every 3 weeks and send failure information to 5th Period Teacher Mentors to work with the students. Strategy's Expected Result/Impact: 10% Fewer failures in classes each 6 weeks. Documented by analyzing failure report data. Staff Responsible for Monitoring: Counselors Administrators Counseling and Admin Interns All teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Create a Peer-to-Peer Mentoring Program using NHS and STUCO students to assist students needing tutoring. Document use and helpfulness of this service. Strategy's Expected Result/Impact: Document through NHS and STUCO sign in sheets. Document success with quick exit ticket by students. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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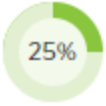




Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 8: (Campus Specific) Decrease Drop Out Rate from 0.4% to 0.0% by connecting at risk students who are economically disadvantaged with Mentors Care and LEAP options.

Strategy 1: No students should be drop outs who have not been served by Mentors Care and LEAP.	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



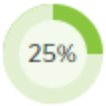
Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.







Performance Objective 1: Develop and execute a high level recruitment plan with a 95% or above overall market value of employee salaries as measured by TASB.

	Reviews			
	Formative			Summative
<p>Strategy 1: 1) We will use Humanex to screen potential applicants for the qualities that are valuable to us. We will have a rigorous interview process that involves a panel of administrators and teachers and possible sample teaching sessions. We will ask probing questions on phone references to be sure we are finding the highest quality teachers who are not only competent in their subject area, but who love kids and know how to incorporate engaging teaching strategies using the 4C and work on a productive team.</p> <p>Strategy's Expected Result/Impact: Obtain a staff who loves their job and does an excellent job of connecting with and challenging our students each day.</p> <p>5% increase in staff morale and satisfaction on Youth Truth survey.</p> <p>5% Higher scores from students about their teachers on YouthTruth Survey.</p> <p>Staff Responsible for Monitoring: Administrators Lead Teachers Athletic Coordinator</p> <p>Title I Schoolwide Elements: 2.4</p>	Nov	Feb	June	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.





Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.

<p>Strategy 1: New teachers will be given a mentor to partner with them throughout the year and supply support as needed.</p> <p>Strategy's Expected Result/Impact: New teachers will feel supported and know their resources early and often throughout the year.</p> <p>Hopefully we will identify great teachers and build their capacity.</p> <p>Document by emails about New Teacher Mentors and surveys of them through the program.</p> <p>Staff Responsible for Monitoring: Administrators Mentor Teachers Buddy Teachers Central Admin support</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: 2,000 - ESSA-Title II-TPRT - \$2,000</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: All teachers will be challenged in a growth mindset system under the TTESS system. Productive conversations and goal setting will assist teachers in improving and will encourage them to want to stay in an environment where they can thrive and feel supported and challenged.</p> <p>Strategy's Expected Result/Impact: Teachers will meet their TTESS and SLO goals and feel value in the TTESS process to build them as instructors.</p> <p>Document completion in Strive and SLO Growth tracker document.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Sustain the Sunshine Committee called "Heritage Happiness" to support staff in times of needed love and extra support.</p> <p>Strategy's Expected Result/Impact: Greater feelings of support and satisfaction by staff through informal conversations.</p> <p>Increase in the amount of money donated for various causes by \$100.</p> <p>Consider opening up donations from parents for the Heritage Happiness Committee</p> <p>Staff Responsible for Monitoring: Sunshine Committee Administrators Counselors</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 4: Create and use a simple feedback form for students to give regular and effective feedback to their teachers. Strategy's Expected Result/Impact: Greater connections between students and teachers so that quick adjustments can be made to improve the students' overall learning experience, which will then give the teachers greater satisfaction as instructors. Each teacher should document use of student survey at least once per semester and share that with lead teacher. Staff Responsible for Monitoring: Administrators Lead Teachers All Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 5: Use the Region X ESC for trainings, workshops and support for staff Strategy's Expected Result/Impact: Subscribe to Region X emails and send people as needed. Document who goes to Region X trainings. Staff Responsible for Monitoring: Administrators Funding Sources: 1454 - ESSA-Title II-TPRT - \$1,454	Reviews			
	Formative			Summative
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Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.




Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.






Strategy 1: Employ the assistance of counselors and teachers to conduct extensive interviews and evaluate potential candidates Strategy's Expected Result/Impact: Allow multiple staff members with the opportunity to be a part of selecting future staff members so that they will feel valued in their opinions and role as a member of our team. Document participation by all in shared google doc. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Challenge teachers to create cross-curricular lessons to connect their content with the content of other courses. Strategy's Expected Result/Impact: Greater collaboration and communication between departments. Greater understanding of content and knowledge by students because of the connections made between subjects. Document in PLC Agenda Items. Staff Responsible for Monitoring: Lead Teachers Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Carefully choose AP and PreAP teachers to find the best fit to match teachers strengths and passions with their capacity to teach at the level expected, especially in conjunction with other staff responsibilities. Strategy's Expected Result/Impact: Greater staff retention in AP areas to allow for teachers to become masters at those subjects. Greater sense of balance for teachers who are also coaches and/or have multiple responsibilities. 5% increase in teacher retention. Staff Responsible for Monitoring: Administrators Lead Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 4: Encourage teachers to obtain their Masters Degree to be able to teach our dual credit classes. Strategy's Expected Result/Impact: More teachers with their Masters Degree. It would be awesome if we did not have to use ANY Navarro adjunct professors! Goal to add 2 more HHS staff members working on their Masters Degree in their subject area for Dual Credit. Staff Responsible for Monitoring: Administrators Lead Teachers Dual Credit Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 5: Teachers will participate in "Iron Sharpens Iron" process where they observe other teachers and reflect on what they observe that they could apply to their classrooms. Strategy's Expected Result/Impact: Iron Sharpens Iron form must be filled out by teachers as they visit others. Each teacher should visit 3 other teachers by the end of the year. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	<div> <div></div> <div>5%</div> </div>	Nov	Feb	June
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.


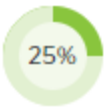
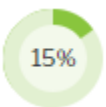
Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by a 5% decrease in the number of substantiated bullying investigations, as well as, 100% participation in cultural proficiency trainings






Strategy 1: Counselors will track their time spent to ensure that enough quality time is spent supporting the social and emotional development of our students. Strategy's Expected Result/Impact: Students will feel safe and supported as evidenced in surveys and conversations. Document by completion of counseling tracking sheet. Staff Responsible for Monitoring: Counselors Lead Counselor Administrators Funding Sources: 1000 Suicide prevention - ESSA-Title IV - \$1,000, 500 Anti-bullying - ESSA-Title IV - \$500	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Use a Peer-to-Peer orientation through the counseling office aides who will give tours to new to district students to help them feel comfortable. Then connect the new students with a volunteer student "buddy" as they transition to life at Heritage. Strategy's Expected Result/Impact: Greater overall wellbeing of our students as evidences in surveys and conversations. Document that the new students get tours by counseling student aids. Staff Responsible for Monitoring: Counselors Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Use Restorative Practices when appropriate to assist students in processing, learning from and moving forward from difficult experiences. Strategy's Expected Result/Impact: 10% Fewer referrals Greater sense of support and fair treatment from students on Youth Truth survey. 5% Higher scores in this area. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 4: Students will create and document short term and long term goals and their plan to obtain those goals and they will track their progress through Naviance and with their 5th period teacher Strategy's Expected Result/Impact: Greater sense of drive and purpose in our students. Greater accountability for students to work towards their goals and discuss them with their TASSEL teacher and peers. All students will complete Naviance tasks given in goal setting. Staff Responsible for Monitoring: Administrators TASSEL teachers	Reviews			
	Formative			Summative
	Nov  20%	Feb	June	June
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Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

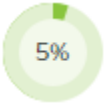




Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Strategy 1: Require all students and staff to wear ID badges around their neck each day. Strategy's Expected Result/Impact: 100% compliance so that we can identify our students and provide better overall security for our school Staff Responsible for Monitoring: Administrator All teachers and staff Attendance staff to make new badges	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Use a variety of methods to identify students in need of assistance: Gaggle SeeitHearitStopit MISD anonymous emails MISD Thread assessment system Strategy's Expected Result/Impact: Quicker responsiveness to students in need and to offer appropriate interventions. Document responsiveness to Gaggle alerts and other alerts. Staff Responsible for Monitoring: Administrators Counselors	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Effectively create and use the Campus Safety Team, the Crisis Response Team and the MERT. Ensure that all members understand their responsibilities in case of an emergency. Strategy's Expected Result/Impact: Effective response in emergencies. Full understanding from all staff members of the expected responses in crisis situations. 100% completion of all safety drills with feedback. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June

Strategy 4: Use Random Drug Testing Policy to help to deter students from using drugs and drinking alcohol. Strategy's Expected Result/Impact: Fewer students using drugs and alcohol as evidenced in surveys and overall student health. Documentation by successful execution of Random Drug Testing events. Goal of 0 repeat offenders. Staff Responsible for Monitoring: Administrators District Admin Attendance PEIMS	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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



Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Create opportunities to promote the academic and social benefits of regularly attending school with a 2% increase in the number of students involved in extracurricular activities, 96% or higher attendance rate, and having 100% of graduating seniors completing a minimum of 10 community service hours.

Strategy 1: Maintain Semester Exam Exemption system to reward students with good attendance with the opportunity to be exempt from exams. Strategy's Expected Result/Impact: Greater student attendance and fewer tardies Fewer students owing credit recovery at the end of the semester. Goal of 10% decrease in overall tardies and in number of students needing attendance recovery hours each semester as measured by attendance reports. Staff Responsible for Monitoring: Administration Attendance Office All teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 5%			
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



Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1: Find new and creative ways to use the furniture and space we have while over capacity and under construction. Strategy's Expected Result/Impact: Students and teachers will have more choice and variety for learning spaces at Heritage. Document use of new collaboration and classroom furniture. Staff Responsible for Monitoring: Administrators Admin support	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 4: Facilitate building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30%.

Strategy 1: Obtain perspectives of the students and staff to find out more about their desires for future learning spaces. Use these individuals to help design Phase 2 spaces. Strategy's Expected Result/Impact: Greater use of collaborative and flexible spaces and greater satisfaction of the learning processes and environments. Document by participation of staff and students in Phase 2 planning meetings. Staff Responsible for Monitoring: Administrators Lead Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div><div> 0% No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


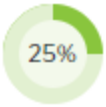

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.







Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration where with an increase of 2% of teachers that believe the professional development increased the effectiveness of their teaching and learning.

Strategy 1: Use iCoaches, Mentor Teachers, ILLs and Lead Teachers to teach, train and model effective and appropriate technology use in the classroom. These groups should constantly be trying new things and presenting new options to teachers. Strategy's Expected Result/Impact: Greater feeling of accomplishment from teachers after trying new things and seeing the success of their students. Focus on innovation, risk taking and the 4Cs in lesson design. Document use of iCoaches in PLCs and in PLC Agendas Staff Responsible for Monitoring: iCoaches Mentor Teachers TLLS Lead Teachers Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

<p>Strategy 1: All students at Heritage will be issued a laptop for academic use. iCoaches will assist teachers, administrators and students. Teachers will embrace the use of Canvas and will also use Google, on-line textbooks and other resources to assist with teaching using technology.</p> <p>Strategy's Expected Result/Impact: Teachers will use technology effectively to provide engaging and empowering learning experiences.</p> <p>Students will feel satisfaction in the proper use of technology in their education.</p> <p>100% of students should have a laptop and use Canvas regularly in their classes.</p> <p>Goal of all BriteBytes categories to be in category of Advanced or Exemplary</p> <p>Staff Responsible for Monitoring: Administrators Lead Teachers MIT TLLs</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 2: Digital citizenship will be taught through videos, reflections and discussions during TASSEL and also in small group sessions through English classes with the LMS.</p> <p>Strategy's Expected Result/Impact: Students will understand the proper use of their devices at school and will make good decisions about their technology use.</p> <p>10% Fewer referrals regarding technology use.</p> <p>Completion of digital citizenship trainings through closed TASSEL and LMS sessions in English Classes.</p> <p>Staff Responsible for Monitoring: Administrators Counselors TASSEL teachers</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<p>Strategy 3: Zendesk Helpdesk tickets and the use of the TechHub will assist in problem solving and solutions involving technology.</p> <p>Strategy's Expected Result/Impact: Prompt and effective responsiveness to technology issues with students and/or staff.</p> <p>Documentation provided in feedback from staff who have entered TechHub and Zendesk tickets.</p> <p>Staff Responsible for Monitoring: District Technology Reps Campus Technology Aide</p>	Reviews			
	Formative			Summative
	Nov 	Feb	June	June







Strategy 4: Administrators will work with teachers through the TTESS evaluation system and the MPowered dimensions to support effective use of technology integration to improve engagement and empower students in their learning. Strategy's Expected Result/Impact: TTESS MPowered Scores should be maintained or increased for teachers in STRIVE. Staff Responsible for Monitoring: Administrators Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 5: Teachers will create and collaborate about Academic Dishonesty Methods through a shared Google Doc. They will also add methods to deter and prevent cheating on this shared document. Strategy's Expected Result/Impact: Create a shared google doc with all teachers to share information about academic dishonesty and ways to combat them. Add this as a discussion item in PLC agenda. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.






Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 4: (Heritage) Increase the perspective of diverse groups in lessons and learning opportunities.

Strategy 1: Curriculum groups should actively seek out diverse perspectives on at least one topic each six weeks. Strategy's Expected Result/Impact: Greater sense of belonging of all cultures, races and people of varied backgrounds as evidenced in end of year surveys and conversations. Greater respect between different groups on campus. Cultural Diversity Committee participation by HHS students and staff. Cultural connections documented in PLC agendas. Staff Responsible for Monitoring: Lead Teachers Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Provide ESL services for students in need Strategy's Expected Result/Impact: All ESL students should show increase in TELPAS scores and should pass their EOCs. ESL classes documented on the master schedule. Staff Responsible for Monitoring: ESL Teacher Administrators Central Admin Funding Sources: 500 - ESSA-Title II-TPRT - \$500, 550 - ESSA-Title III-Second Language Acquisition - \$550	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
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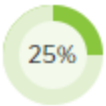




Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 5: (Campus Specific) Provide supports for homeless students

Strategy 1: Provide supports for homeless students as needed Strategy's Expected Result/Impact: Share communication with administrators and counselors about students who may need services. Document McKinney Vento and any homeless services through emails and in counseling files. Staff Responsible for Monitoring: Counselors Administrators Funding Sources: 181 - ESSA-Title I - \$181	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Increase staff communication and engagement by 3% as measured by analytics.

Strategy 1: Maintain the Heritage Family Newsletter -- to inform staff of things going on within our Heritage Family. Encourage teachers and staff to share here! Strategy's Expected Result/Impact: Greater sense of belonging and a stronger family atmosphere. Document that this newsletter is completed each month. Staff Responsible for Monitoring: Receptionist All staff	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Maintain and improve the use of the Sunshine Committee to increase support systems for our Heritage Family. Strategy's Expected Result/Impact: Maintain or increase staff morale on Youth Truth survey. Staff Responsible for Monitoring: Sunshine Committee	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Get every teacher to get involved in something outside of the classroom. Strategy's Expected Result/Impact: Goal to have 100% of teachers involved in some student support group outside of the classroom. (only 5 lacking as of 10/5/19) Staff Responsible for Monitoring: Administrators Lead Teachers Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

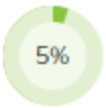






Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Increase parent communication and engagement with a 3% increase in district survey participation.

Strategy 1: Use the website, social media, REMIND, CANVAS, daily parent e-mail called HERITAGE DAILY NEWS to communicate information about events, activities, celebrations and needs with all stakeholders. Share this opportunity with all parents, students and staff. Include information about things going on in classrooms and with the cultural goals of the campus. Strategy's Expected Result/Impact: High sense of belonging and being in the know of all events and happenings at Heritage. Document use of Heritage Daily News each day, social media posts and mass emails. Staff Responsible for Monitoring: LMS Campus Tech Aide Administrators All teachers and Staff through #MISDProud and #midlojags	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Instill and follow the 24 hour rule to respond to all parent emails. If two emails do not solve the issue, then a phone call or face-to-face conversation is required. Strategy's Expected Result/Impact: Stronger trusting relationship between parents and staff members. Stronger survey results in regards to communication. Document the number of complaints in lack of responsiveness and address staff with issues. Staff Responsible for Monitoring: All staff Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				






Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Develop partnership and volunteer efforts with a 2% increase in community partnerships. (Due to COVID 19 and limitation on school visitors, volunteer hours will not be included in the performance objective for 2020-2021.)

Strategy 1: Regularly seek out guest speakers and connections between community members and the school. One event to focus on this will be Genius Week for guest speakers. Strategy's Expected Result/Impact: Stronger connections between community and the school. Greater exposure to our students of potential careers, etc. Increase the number of guest speakers at Genius Week and throughout the year by 10%. Reach out to parents and community to create a Guest Speaker database for teachers to reach out to for classroom visits. Staff Responsible for Monitoring: Administrators Lead Teachers	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 2: Provide opportunities for students connect with community partners at the Mile that may have potential career connections. Strategy's Expected Result/Impact: Greater connections between students and potential careers. Greater sense of satisfaction and connection of parents with the school. Staff Responsible for Monitoring: Counselors Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
Strategy 3: Ask boosters to report how many volunteer hours their parents have served and in what capacity. Strategy's Expected Result/Impact: Better understanding of our parent commitments to our students and our school. Increase in Booster hours committed by 10% Staff Responsible for Monitoring: Coaches and directors of activities Administrators	Reviews			
	Formative			Summative
	Nov 	Feb	June	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Build leadership capacity with parents and community with a 2% increase in committee involvement through community awareness.

Strategy 1: Sustain and support the Executive Extracurricular Board to ensure collaboration and communication between all booster and student organizations. Strategy's Expected Result/Impact: Teamwork and united Jaguar Spirit. Increased communication and collaboration between various parent support groups. Document the Executive Extracurricular Board meetings. Staff Responsible for Monitoring: Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Heritage High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6119 00 03 0 24 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,732.00
199 E 11 6129 00 003 0 24 000	6129 Salaries or Wages for Support Personnel	\$25,490.44
6100 Subtotal:		\$54,222.44

Personnel for Heritage High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arroyo, Monica	Teacher	The Net	.25
Ellison, Laurie	Teacher	Reading	.17
Loooney, Warren	Paraprofessional	Edgenuity	1
Stroner, Collin	Teacher	At-Risk	.17
Wickersham, David	Paraprofessional	The Net	.25

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Krista Tipton	Principal
Non-classroom Professional	Stacie Bailey	Counselor
Classroom Teacher	Mariane Taylor	Teacher
Classroom Teacher	Hollie Robinson	Teacher
Classroom Teacher	Amy Brown	Teacher
Classroom Teacher	Danielle Baze	Teacher
Classroom Teacher	David Owens	Teacher
Classroom Teacher	Caitlyn Vecsey	Teacher
Classroom Teacher	Lauire Ellison	Teacher
Classroom Teacher	Cristina Gomez-Jimenez	Teacher
Administrator	Nikki Nix	Director of Secondary Learning
Parent	Christina Mosley	Parent
Parent	Geri Larson	Parent
Business Representative	Jamie Reid	Business Leader
Business Representative	Marti Carrasco	Business Leader
Community Representative	Matt McKay	Community
Community Representative	Jeff Garner	Community

Campus Funding Summary

ESSA-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	181		\$181.00
Sub-Total					\$181.00
ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	2,000		\$2,000.00
2	2	5	1454		\$1,454.00
5	4	2	500		\$500.00
Sub-Total					\$3,954.00
ESSA-Title III-Second Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	2	550		\$550.00
Sub-Total					\$550.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1050		\$1,050.00
3	1	1	1000 Suicide prevention		\$1,000.00
3	1	1	500 Anti-bullying		\$500.00
Sub-Total					\$2,550.00
Grand Total					\$7,235.00

Addendums